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ABSTRACT

To assist regional planning efforts, this study reviews methods for successful articulation programs (between secondary and postsecondary occupational education) that have been identified and suggested by previous studies. Thus, it can serve as a guide for those leaders who are planning articulation programs or those ready to launch and promote such programs. The study lists factors or conditions essential to good articulation and the sine qua non for successful programs under such categories as "Attitudes Essential on the Part of Institutions," "Leadership Procedures for Effective Articulation," "Planning Activities Which Promote Operative Articulation," and "Identifiable Factors Which Tend to Make Articulation Programs More Workable." There is a section with illustrative case histories which briefly describes successful programs, a bibliography, and a list of site visits and contact people. (CP)

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A HANDBOOK OF THE PRACTICES OF ARTICULATION OF OCCUPATIONAL EDUCATION PROGRAMS BETWEEN SECONDARY AND POSTSECONDARY INSTITUTIONS IN NEW YORK STATE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Research
Albany, New York 12234

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FOREWORD

The State's goals and objectives are explicitly set forth in the annual New York State Plan for Occupational Education and one of the activities in support of the expressed goal to enhance the quality of the State's total occupational education program is initiation of research focusing on the degree, extent, and location of articulated occupational education programs of and between secondary, postsecondary and adult levels of instruction.

Such activity, limited to secondary and postsecondary articulation was initiated by the late G. Geraldine Dickson, Associate in the Bureau of Occupational Education Research. The study was completed by Fred Q. Bowman, Lane VanOrman and Marie Whalen under the general direction of Alan G. Robertson, Chief, Bureau of Occupational Education Research.

The first phase of the study consisted of mailing survey forms to 45 BOCES centers, 38 high schools. and 67 two-year postsecondary institutions in the state. The responses were used to identify functioning articulated occupational education programs. The second phase was an in-depth study through site visits to identify the levels of planning and coordination of articulated programs and factors which encourage or prevent articulation.

This study should be useful to those involved at every level in the planning and implementation of articulation programs for occupational education students. The identification of needs at the local level should aid State Education Department staff in assisting local educational agencies to further develop articulation programs. This study should also be a guide to leaders in education at the secondary and postsecondary levels who are in the process of planning articulation programs. It should assist regional planning efforts since articulation is included in the goals of their committees.

Acknowledgement is made to the members of the New York State Education Department who served as consultants on the review committee.

Thanks are due to the contact persons, who completed and returned the survey forms and those who took the time to meet with the project staff.

Lynn Nelson, of the Bureau of Occupational Education Research staff was responsible for manuscript production.

Florence Sutler

Florence E. Sutler, Director
Division of Occupational Education
Planning, Research and Evaluation

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Organization of the Study and Final Reports

The first component of the 1977-78 study on articulation of occupational education between secondary and postsecondary levels is an introduction which includes the definition of articulation, statement of the problem, background of the study, review of the literature, objectives, means used in identifying schools that have working articulation practices, and procedures used in organizing the field study.

The second component of the study reports on the general survey of high schools, BOCES, and colleges which was used to identify operating occupational education articulation programs for examination in the in-depth phase of the study. The survey instrument was adapted from Linking Schools and Colleges, an Inventory of Articulation Practices in New York State 1974-75. A narrative comparison is made in the occupational education area between the present 1977-78 survey and the 1974-75 Inventory.

The third component of the articulation study is the account of the data gathered from site visits. It is organized in a method similar to the National study titled Articulation, A Study by the National Advisory Council on Vocational Education 1976. Since New York State was not included in the National study, the present study, Component III, provides a basis of comparison with the data from other states.

This, the fourth component of the study reviews methods for successful articulation programs that are suggested from the study and can serve as a guide to launch or promote operative articulation programs. This printing also includes Appendix D which lists the sources of information for this part of the study.

Component IV

Handbook of Articulation Practices

An address given by Lawrence H. Monaco, Dean of Collegiate Technical Division of Dutchess Community College, on June 1, 1973, summarizes practical considerations of maintaining an articulation program between two-year colleges and high schools. "The articulation project leading to cooperative arrangements between Dutchess Community College and Dutchess County BOCES Occupational Center has not only improved the relationship between the two institutions, but it has served a more useful purpose. It has enhanced the public image of each institution at a time when competition for the tax dollar is keen, and accountability is an absolute requirement. By working together we are insuring that our common purpose of serving the needs of students will be fully met."[1/]

In order to have a working articulation program as determined by responses during the site visits it is generally agreed that:

1. Justification of high priority of articulation should be made visible

2. Certain attitudes are necessary

3. Individual leadership has to appear at some level and cooperation at all levels

4. Planning is indispensable

5. Special activities are helpful

6. Certain factors encourage articulation

1. ARTICULATION MERITS PRIORITY

A. Institutions involved in articulation programs are better able to meet community expectations. A recognized articulation program between a secondary institution (or institutions) and a postsecondary institution better serves the area population. Additional courses and equipment needed for the courses are made available due to multiple sources of financing. Maximum use of a common facility for day and evening classes is a substantial economy in real costs.

1/Monaco, Laurence. An Articulation Model. Poughkeepsie, N.Y. 1973.

B. Better preparation for employment is assured by giving students the option of continuing the same occupational training in college.

C. College credit received by high school students gives them confidence in their achievement.

2. ATTITUDES ESSENTIAL ON PART OF INSTITUTIONS IN MAKING ARTICULATION WORK

A. There has to be a willingness to investigate the entire process of articulation with an open-mindedness.

B. For the successful institution of an articulation program all have to be convinced that articulation works to the advantage of the student.

C. Selection of participating institutions which are effective, stable, and seemingly permanent, with administrators who have a co-operative spirit is important for the continued success of the program.

D. Good rapport between administrators and faculty, pursuing the goal of an operative articulation program is an important factor for the success of the program. It is helpful for administrators to give special consideration for the solution of faculty problems by making appropriate decisions in program and policy.

3. LEADERSHIP PROCEDURES FOR EFFECTIVE ARTICULATION PRACTICES

A. Personnel from both units must communicate and interface frequently. Procedures quoted in the field survey to accomplish this are illustrated below:

- Staff from secondary and post-secondary levels get together resulting in personal contact and communication. Curriculum is discussed and there is an opportunity for understanding.

of each others goals and programs. In the meeting of teachers, decisions are made as to how advanced credit can be given.

- High school teachers go to the college to give remedial instruction to college students.

- A one-to-one contact is developed whereby college instructors work with high school teachers so that all understand the prerequisites for college courses.

B. Individual initiative and aggressiveness at both the high school and college level, with a balance of committed personnel at both levels, provide an environment conducive to successful articulation.

C. When interested teachers encourage students to pursue advanced standing, the students appear to be more motivated to take advantage of the opportunities offered in articulation.

4. PLANNING ACTIVITIES WHICH PROMOTE OPERATIVE ARTICULATION

A. The existence of regional planning councils has brought representatives from secondary and postsecondary institutions together in an atmosphere which could be conducive to cooperation.

B. Joint Advisory Committees and Joint Curriculum Committees promote communication, understanding and a common bond.

C. The exchange of BOCES and college representatives on Advisory Committees provides the opportunity for one level knowing what the other is doing.

D. When the College Advisory Committees and Secondary Craft Committees work closely together each group is better aware of what is being developed and planned in the other institution.

E. When members of the College Admissions Committee have a working relationship with high school counselors, the counselors are better informed to channel the information to the secondary student.

F. The presence of a local Program Evaluation Committee provides for continuous evaluation and planning.

G. It is crucial for the success of the program that faculty schedules permit time for planning purposes.

5. ACTIVITIES WHICH PROMOTE ARTICULATION

A. Seminars and workshops increase communication and understanding between faculties at both levels of institutions.

B. Employment of secondary teachers for afternoon and evening classes for secondary students enrolled in college level courses avoids problems associated with care of tools and materials. It also enables the two educational units to view the continuity or lack of continuity as a student moves from the high school program to that of the college.

C. Career exploration awareness courses and cooperative work experience afford students opportunity to view the total scope of program and career options.

D. Registering and/or taking the college course on the college campus, receiving an ID card, and having the use of the college library, cafeteria, and reading, math and language labs induce the feeling of belonging in a college program.

E. Cooperative use of facilities with a willingness to share costs insures maximum use of buildings and equipment.

F. Resource materials, information from working articulation programs, and contact with people involved in articulation processes are very helpful in establishing articulation programs.

G. College recruitment programs include mechanisms for promoting visits between institutions. Frequent open houses at colleges with tours and slide presentations increase student awareness of full programs. College staff speaking directly to high school students and others in the local community provides for an interchange of ideas and lessens student apprehensions.

6. IDENTIFIABLE FACTORS WHICH TEND TO MAKE ARTICULATION PROGRAMS MORE WORKABLE

A. Support and funding from the State Education Department and Federal government, local funds and industry donations make it possible to implement career education programs, hire a full-time coordinator to identify problems and explore areas where cooperation could be instituted, and provide a mechanism for communication between high school and college, which may result in improved articulation practices.

B. Outstanding vocational guidance and counseling programs help the student to set goals related to continued education after secondary school.

C. Vocational schools with superior academic standing furnish occupational education students who do well in exams for advanced placement.

D. BOCES and vocational schools are attracting students with greater potential for continuing an occupational field in college.

E. Colleges are recognizing the post-secondary quality of some secondary courses in occupational education.

F. Volunteer efforts of enthusiastic faculties make some articulation programs possible.

G. Classes may be conveniently scheduled for articulated students in the late afternoon, evening and Saturday. If there is proximity between the secondary and postsecondary institutions, scheduling of college classes for the secondary student during the school day may be possible.

ILLUSTRATIVE CASE HISTORIES

All 52 programs which were visited and are "working" share some factors, but the success of some individual articulation programs may be attributable to unique circumstances. There follow some case histories of exemplary programs which illustrate a variety of activities in the development of articulation.

The Dean of the Collegiate Technical Division at Dutchess Community College submitted a proposal for developing an articulation program in Building Management and Maintenance Technology. His experience in doing this motivated him to construct a model for articulation of secondary and postsecondary programs which is summarized below:

°Articulation is a Local Problem

There are unique employment opportunities in each area and it must be emphasized that if articulation programs of the educational institutions are to serve the area, industry and business and other outside agencies must be closely involved in the planning, implementation and evaluation of all career education programs.

°A Formal Communication System

There must be open and continuous communication between both institutions at all levels. Hire a full-time project director to guarantee constant supervision, coordination, planning, evaluation, and mutual activities in curriculum development. At least one spokesman from each institution should be responsible for communicating relevant information. Use a joint advisory committee to function as the connecting structure.

°Curriculum Development

Compare curricula which prepare for similar clusters of occupations to determine where duplication occurs, and when it does, plans are justified for "advanced standing" or "credit."

°Student Follow-up

Evaluate the progress of the student from high school through college to the completion of his/her occupational education program to determine the strengths and weaknesses of advanced placement credit students.

°Professional Identification

Activities bring the staff members of the two institutions together. Exchange of teaching staff and representatives on advisory boards, and planned seminars and workshops encourage communication and "ownership."

°Occupational Counseling and Guidance

In order for the articulation model to have maximum effect, a sound system of vocational guidance and counseling with a developmental approach is essential. The career ladder, with goal setting which allows for growth in occupational choice, rather than "fitting in" to the world of work, contributes to a successful articulation program.

Hamilton-Fulton-Montgomery BOCES - An articulation case history

Eight years ago BOCES had an "advanced placement" agreement with Fulton-Montgomery Community College whereby students in grades 11 and 12 could earn three credits per year granted by the college for comparable courses completed in high school. The courses had to be pre-approved by the college curriculum committee, and the student had to pass the course and get a recommendation from the teacher for credit to be given. Five years ago Fulton-Montgomery Community College expanded and added courses in business machines, data processing, and electricity. Since that time, additional occupational courses have been added at the college thereby increasing the possibilities for continuation of courses from secondary to postsecondary study. This program received national attention as an articulation prototype in fiscal year 1978.

When the college started offering occupational courses, rather than incurring duplication in construction and facilities costs and in purchase of specialized machinery with added installation and maintenance

costs, the BOCES and the college arranged for use of the specialized BOCES classrooms, lab and workshops by the college afternoons and evenings. Many of the BOCES instructors were secured for late afternoon and evening college classes. Pursuing this dual assignment, a teacher avoids the possible problem of misplaced or misused tools when two teachers use the same facility. It also enables the two educational units to view the continuity or lack of it as a student moves from the high school program to the college program. In the case of a non-BOCES teacher instructing a college course, the BOCES must approve of the instructor prior to the use of the facility. These practices are still followed.

One of the biggest problems was the spelling out of relative responsibilities (costs and otherwise) between the two institutions. The original plan for service costs was based upon a formula using square footage times rate per square foot. The purchase of equipment and replacement costs of equipment and supplies are shared by both. The joint committee is presently revising the rental-purchase agreements for cost sharing in the college's use of the BOCES facilities, equipment, supplies and materials. The unit of cost will be set "per student" rather than "per square foot of space used."

The community is convinced that BOCES and Fulton-Montgomery Community College, as reported in the field study, are making efficient use of the existing BOCES facility and thereby saving taxpayers' dollars and offering a full occupational articulation program.

Alfred Agricultural and Technical College Study - Articulation through summer semester

A most successful program of articulation is open to the graduates of a BOCES two-year auto mechanics program or a vocational high school auto mechanics program. The college programs are automotive services specialist and auto body repair. A student may earn an Associate in Occupational Studies Degree in one year if he/she successfully completes a seven-week summer program after being accepted at Alfred. This summer program fulfills the requirements of the first year of college study by building on the program the student took in secondary school. Presently only 24 students may be accommodated in the program each summer. The accelerated automotive program fills up quickly with many more who would like to take advantage of this opportunity to save time and money.

Mid-Westchester Center for Occupational Education and Westchester Community College - Articulation through teacher activities

Mid-Westchester Center for Occupational Education attributes the success of its articulation program to communication between the teachers from BOCES and the instructors from Westchester Community College. In the field of horticulture, college instructors visit schools to discuss curriculum. In the joint meetings of teachers, decisions on how advanced credit could be given are made, with the participants striving to understand each other's goals and programs. For example, the college instructor sends final copies of his exams to the secondary

teacher to help him in preparing students to meet college standards. A major concern when one teacher uses another teacher's classroom, laboratory, and equipment, is the care of equipment and supplies used. Westchester BOCES hires a tool boy at minimum wage so the problem of lost or damaged materials is solved.

Cayuga Onondaga BOCES - BOCES, college, community concerted effort

The answer to the success of the Cayuga Onondaga BOCES articulation program is the close relationship between the BOCES center and Cayuga County Community College. The two institutions work closely on a daily basis, a shared goal being the economic development of the community. The community is also interested in articulation of programs. The BOCES, college and community work together on the scholarship evaluation for the L.P.N. program. The joint BOCES - College Committee established programs, set up criteria for advanced standing, and arranged for the use of each other's facilities. In conservation, the Nature Trail is used by both BOCES and the college. The dental hygiene program was set up jointly, both sectors using the facilities at BOCES.

Monroe BOCES #1, Fairport, Rochester Area - Schools, business and industry work together

Trade advisory boards in each occupational cluster at the BOCES level are designed to include representatives from area colleges and sending schools as well as from local business and industry. The exchange of information at this level facilitates articulation as each organization can describe and discuss the programs and how they interrelate. The success of the group depends upon the person who can effectively bring together the people, get the commitment, plan the agenda and chair the meeting. Continuity of membership is essential to the functioning of the committee or trade advisory board.

During field trips to the college, students can spend up to an entire day in an area participating in program activities. Visits to the vocational school by college representatives provide information to students regarding alternatives.

L.A. Wilson Technological Center BOCES #3, Suffolk County - A variety of arrangements

The following are articulation arrangements between the L.A. Wilson Technological Center, BOCES #3, Suffolk County and post high school institutions, by program rather than institution.

°Aircraft Maintenance Technology

Any student graduating from this BOCES technological aircraft maintenance technology program may request an evaluation of his/her credentials for advanced standing at any post high school institution. If noted programs are deemed similar, credit must be given.

At the Academy of Aeronautics, Flushing, New York advanced standing is given to BOCES students for successfully earning the Powerplant Certificate. Certification is achieved with a passing grade of 70% on the FAA written examination and a "P" (passing) grade on the practical examination. For valid holders of the Powerplant and Airframe Certificates, up to 34 credits at the Academy are allowed for advanced standing.

L.A. Wilson Technological students have also received advanced standing (to varying extents) at five out-of-state post high school institutions.

°Radio TV and Technical Electronics

Arrangements for articulation were made between the instructional staffs of L.A. Wilson Technological Center and Suffolk County Community College, Selden. A test was composed and judged to be fair as a challenging device for BOCES students. Successful performance would result in advanced standing up to ten credits toward an Associate Degree. In the electronics program, BOCES students are given anywhere from eight to eleven credits on an informal basis as a waiver from courses required for the degree. (This was possible because Suffolk's degree was above the required amount for a two-year Associate Degree in this particular area at other institutions.) In the mechanical technology program, students from drafting were given six hours' waiver for drafting courses that they had completed at Wilson Technological Center. Previously, if BOCES students had a heavy math background, or math was taught as part of the electronics program, this worked out very well. Lately, it has been found that the lack of math becomes a problem in the theoretical work. Since September 1977, the policy is to have the student file with the department chairman to take a challenging examination, and thus gain credit in any course by passing the examination.

Suburban Technical, a proprietary school in Hempstead, administers five-phase programs leading to a certificate in Digital Computer Technology or Radio TV and Technical Electronics. The Wilson Technological instructional staff and the Suburban Technical School staff shared in the development of a challenging test. As a result of the challenging exam L.A. Wilson Technological students are granted credit for one to three of the phases listed in the desired program. Each program is a total of 750 hours. Credit for phases results in a reduction of required hours, thereby reducing the cost.

Advanced standing is also offered as a result of a challenging examination at the Island Drafting and Technical Institute, Amityville.

°Culinary Arts

L.A. Wilson Technological Center also has an agreement with a college out of state. In the culinary arts area, Johnson and Wales College, Rhode Island offers an advanced placement test of two to three hours' duration. If a student passes the test, he/she is entitled to enroll in an eight-week summer program. Upon successful completion of the summer program he/she may then enter in September as a sophomore and thereby in one calendar year can then complete the entire two-year program. This test was particularly designed for BOCES students who have had two years of culinary arts, or for people who are working in the field.

°Business

Johnson and Wales College has an articulation program in medical assisting with the same arrangements for September enrollment as with culinary arts, except the program is of ten weeks' duration. Advanced placement is dependent on successful completion of the Advanced Placement test in the secretarial skills area (type 45 words per minute and take 80 words per minute shorthand).

Sullivan County Community College gives placement tests in secretarial studies to determine proficiency in typing and shorthand, and students are given credit for any placement.

At Farmingdale Agricultural and Technical of SUNY, a student who has been accepted in the data processing program and has had a similar program at BOCES may be allowed to take the second semester course. If the student takes data processing II and passes the course, he/she receives credit for data processing I.

Farmingdale Agricultural and Technical College - Step by step plan for articulation process

A BOCES student who wishes to receive advanced standing via credit evaluation contacts the Assistant Director of Admissions and requests

an application for advanced standing. The student fills out the life experience part of the application and takes the application back to the admissions office. The admissions office forwards the application to the department head to review the student's justification for requesting advanced standing and decide upon the method of evaluation, whether it be an oral report, a project, written test, drawings or portfolio. The student is notified of the method of evaluation and is informed who the evaluator will be. If the student receives credits, he/she must pay $10 per credit. If an outside consultant is called in to evaluate the work, the $30 fee is borne by the student. If the student is given credit, he/she is given credit for having taken the course, similar to a transfer credit, and course credit will appear on the transcript, but without a mark. When a school requests that a student automatically receive credit for a similar course at Farmingdale the first five students from that school are tested by Farmingdale. The appropriate department at Farmingdale makes a determination based on the results of those five tests. If the determination is favorable, credit is automatically granted thereafter in that course for students from the requesting school.

George Westinghouse Vocational and Technical High School - Project coordinator responsible

Because Federal funds are available for articulation, the Dean of Admissions is freed from this responsibility to work 2/5 time as Project Coordinator for Articulation. This coordinator, who is a former trades teacher, has credibility and rapport with the Westinghouse faculty and is in constant contact with the higher education personnel. Because of the principal's and superintendent's commitment to articulation, specialized local funding (NYC) has been secured.

LaGuardia Community College and Middle College High School - "New Model"

LaGuardia College started a unique high school whose program is offered to secondary students who are potential drop outs. The five-year program consists of the last three years of high school and the first two years of college. The purpose of the high school was to provide the student with remedial help and motivation to continue a career in college on the theory that the problem areas would be solved before the student reached college or before he/she became discouraged or disinterested and dropped out.

The high school is on the LaGuardia Community College campus. The college instructor or supervisor plans the high school course with the high school teacher and observes the high school classes. Thus college personnel gain entry into the high school. The college representative meets periodically during the course with the assistant principal and the teacher at the high school to exchange information and views regarding a student's progress and problems. Some of the high school teachers are part time adjunct professors at the Community College thus strengthening the secondary-higher education linkage. The early stage contact of the high school student at LaGuardia Community College helps in the subsequent transition to the college full time after high school

graduation. This high school serves as a "new model" with major emphasis on career education. All students are placed in part-time jobs, paid or non paid, while in high school.

This accredited academic public high school sends 85% of the graduates to higher education; 50% of the graduates enter LaGuardia Community College. Many of these students would not have made it through a traditional high school.

New York City Community College

The departments of marketing, graphic arts and advertising technology and engineering technology have articulation programs.

The articulation program in marketing evolved through individual initiative (non paid) at both the high school and the college levels. Exploratory courses are offered at the outset to general students with an overview of offerings and possibilities presented by various department chairmen. The course, basic marketing, is taught in the high school five days per week. A committee of the college screens applicants to teach the high school course and prescribes the text and outline to be used. Three hours of college credit is granted the high school student passing the competency based examination prepared at the college.

Presently 140 students from nine city high schools are taking credit or non-credit courses in technically related subjects at New York City Community College. Fifteen high school students are given released time to take advanced drafting courses. Credits are granted simultaneously by the high school and the college for the course work completed.

Summary and Recommendation

The practices cited here are not the only instances of articulation. Similar practices are present in other institutions in varying degrees. Not any one program can be completely copied or duplicated, but each school can use what is practical for the individual institution. The methods and activities decided upon by an institution for developing an articulated program are likely to be eclectic.

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APPENDIX D

LIST OF LOCATIONS OF SITE VISITS AND CONTACT PEOPLE

APPENDIX D

New York City Sites

Site	Secondary	Post-Secondary	Persons Interviewed
Fashion Institute of Technology		X	Richard Streiter Irwin Kahn
New York City Community College		X	Edgar R. Hirsch Howard Springer James P. DeLuca Victor S. Strozak
LaGuardia Community College		X	Roy H. McLeod Donald Davidson
Staten Island Community College		X	Stamos Zades Norma Chernok Philip Schain Grace Petrone Ann Merlino Lori DeMann Gary Pancer John Gino
Brooklyn Technical High School	X		Lowell K. Sanders
George Westinghouse Vocational and Technical High School	X		Marvin Silver Leo Frisman
William E. Grady Vocational and Technical High School	X		Joseph Castelli
Middle College High School	X		Arthur Greenberg
Chelsea Vocational High School	X		Regina H. Lenihan
Board of Education	X		Harold Genkin
Board of Education	X		Renee C. Sherline Harry Heineman
Board of Education	X		Burton Goodman

APPENDIX D (Contd.)

Upstate High School Sites

Site	Persons Interviewed
Burgard Vocational High School, Buffalo	C. Stanko Bob Pfuelb
Eastridge High School, Rochester	Philip Bellini Jack Nelson
John F. Kennedy High School, Utica	Joseph Putnam
Nanuet High School, Nanuet	Frank Rizzuto Edda Perfetto
Saunders Trades and Technical High School, Yonkers	Reginald Marra
Seneca Vocational High School, Buffalo	J. Brunner J. Pepiciello Bob Pfuelb
School District of City of Niagara Falls	Frederick Knapp

APPENDIX D (Contd.)

Upstate and Long Island BOCES Center Sites

Site	Persons Interviewed
BOCES Allegany County	Rodney Peterson
	Donald Foreman
Broome-Tioga BOCES	James McElhatten
	Bob Radick
	Dick Rivers
Cayuga Onondaga BOCES	Ralph Davia
	Paul Viggiano
	Marlene Schaefer
Genesee-Wyoming BOCES	Russell Glowacki
Hamilton-Fulton-Montgomery BOCES	Jack E. Lilie
Jefferson Vocational Technical Center	Myrle Bauer
BOCES #1 Monroe	Charles Searles
BOCES #2 Monroe	David Moore
BOCES Rockland	Ron Carlson
	A. Thomas Castelli
Steuben-Allegany BOCES	Rudolf Schneider
BOCES #2 Suffolk	Eugene Masucci
BOCES #3 Suffolk	Philip X. Munisteri
Washington-Warren-Hamilton-Essex BOCES	James Fogarty
Wayne-Finger Lakes BOCES	Elliot Johnson
Mid-Westchester Center for Occupational Education	Robert Guiliano
Northwest Technical BOCES	John Sutter

APPENDIX D (Contd.)

Upstate and Long Island Postsecondary Sites

Site	Persons Interviewed
Alfred Agricultural and Technical College	James Grillo
Canton Agricultural and Technical College	Robert Frazier
Corning Community College	George Gifford
Dutchess Community College	Lawrence Monaco
	Herb Bender
Farmingdale Agricultural and Technical College	D.M. Petrela
	J.T. Coyne
Fulton-Montgomery Community College	Dennis Hawkes
Genesee Community College	Charles Claar
	Kenneth Witt
	Ted Quimby
Mohawk Valley Community College	Ian Lindsey
	Glenn Salsburg
Monroe Community College	Elizabeth Gennarino
Morrisville Agricultural and Technical College	David O'Hara
Nassau Community College	James Pallas
	James Lombardo
Orange County Community College	David Michaud
Rockland County Community College	Earl Lowell
Suffolk Community College	P.C. Libassi
Ulster County Community College	James Caniff
	Jeannie Miles
	Robert T. Brown
Villa Maria College of Buffalo	JoAnn Hinton
	Sister Mary Lauretta Lepkowski
	Sister Mary Raymond Kasprzak
Westchester Community College	William Krummel
	Enzo Allegretti